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ABSTRACT

A study group was formed to investigate effective elementary guidance programs. The group asked all elementary guidance counselors in Kentucky to nominate effective programs in the state. The names of exemplary programs in five other states were also requested. Open-ended interviews were conducted with principals (N=26) and/or counselors (N=22) from 36 programs identified as effective. When asked about key activities in their programs, 95% of the counselors mentioned individual and small group counseling, 82% cited involvement of teachers and staff, and 82% mentioned high visibility with students. Counselors reported spending almost 30% of their time in counseling activities, over 25% in group guidance activities, and 16% consulting with teachers and parents. Principals of elementary schools having effective guidance programs called their programs child-oriented, developmental, involving parents and teachers, and able to provide a balance between counseling and classroom guidance activities. Principals reported providing financial resources, appropriate materials and supplies, adequate facilities, and personal support to their guidance programs. Counselors reported that a supportive principal and adequate facilities contributed most to program effectiveness. This report summarizes results of the principals' and counselors' surveys; counselors' and principals' interview instruments; scoring system for counselors' and principals' interviews; and counselors' and principals' demographic information are appended. (ABL)

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Survey of Effective Elementary Guidance Programs

Results of a Joint Study Conducted by

Kentucky Association of School Administrators,

Kentucky Department of Education, and

Appalachia Educational Laboratory

January 1, 1989

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Survey of Effective Elementary Guidance Programs

Results of a Joint Study Conducted by
Kentucky Association of School Administrators,
Kentucky Department of Education,
and
Appalachia Educational Laboratory

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January 1, 1989

The Appalachia Educational Laboratory (AEL), Inc., works with educators in ongoing R & D-based efforts to improve education and educational opportunity. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. It also operates the ERIC Clearinghouse on Rural Education and Small Schools. AEL works to improve:

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Ramona Greschel provided leadership in chairing the group. The subcommittee, which met several times throughout the 15 months developing the survey instruments and the scoring system and reanalyzing the data, deserves a special note of thanks. Without the members' tireless efforts, the study would not have been completed. Ramona, Connie Allen, Gary Steinhilber, Martha Classon, Ken Johnstone, Beth Sattes, and Sandra Orletsky served on this subcommittee.

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The Study--Background and Rationale

THE STUDY--BACKGROUND AND RATIONALE

In the fall of 1987, the executive board of the Kentucky Association of School Administrators (KASA) and staff of the Appalachia Educational Laboratory (AEL) agreed to cosponsor a study group on the topic of elementary guidance and counseling programs. KASA provided a team of people who were interested in the topic; willing to work; and knowledgeable about the state, the problems of elementary school administrators, and the elements of effective guidance programs at the elementary school level. AEL provided financial and technical assistance.

The topic of elementary guidance programs was selected because of KASA's continued interest in meeting the needs of school children who are at risk of dropping out of school. Kentucky's 1987-88 dropout rate was a staggering 35%. For two years, one of KASA's legislative priorities--based on this figure and other demographic data--has been elementary guidance. If, as many hope, the state implements and fully funds elementary guidance programs, elementary school administrators will want more information about implementing, supporting, and monitoring these programs. If elementary guidance programs are to meet the needs of Kentucky students, effective programs will need to be implemented.

The study group decided to investigate what constitutes effective elementary guidance programs and how they are operated. The study was conducted in two stages. First the members sent out a request for all elementary guidance counselors in Kentucky to nominate <u>effective</u> programs in the state. They requested by phone the names of exemplary programs from Florida, Indiana, Missouri, Tennessee, and West Virginia.

This nomination process was not designed to produce a sample from which generalizations to all effective guidance programs could be made; however, it did result in a sample of 36 elementary guidance programs perceived by peers to be effective. Members of the study group designed two interviews: one for principals and one for counselors in these effective programs. (See Appendices A and B for copies of the two instruments.) The interviews were pilot tested by two members of the study group.

In the second stage of the study, study group members conducted telephone interviews with the principals and counselors from the nominated programs. A total of 22 counselors were interviewed--14 from Kentucky and 8 from Florida, Indiana, Missouri, Tennessee, and West Virginia. Twenty-six principals were interviewed--18 from Kentucky and 8 from the other states.

Most of the interview questions were open-ended. Respondents were encouraged to answer in their own words, without the use of forced choice responses. This was done to ensure the collection of rich data, rather than simplistic answers, and to encourage counselors and principals to give realistic responses <u>in their own words</u>. However, a note of caution to the reader about the results: because these questions were open, not closed, and the response categories were determined <u>after</u> the interviews were

completed, a lack of response to any given category does not mean that a counselor or principal did not agree with the category. It simply means they did not spontaneously mention anything in that category in their open response. Had they been asked about any given category, they might have agreed.

After the first seven interviews were completed, a subcommittee met to create a system for summarizing the responses to the open-ended questions on the two survey instruments. (See Appendix C for a copy of the categories used to summarize counselors' responses; Appendix D for the principals' responses.) Victor Ballestero, a graduate student at the University of Kentucky, met with the subcommittee and was hired as a consultant to summarize the completed interviews by tabulating the results and writing a preliminary report of the results.

The results are reported in the following three sections of this document. First is a summary of the findings. Then the complete results of the counselors' remarks are reported. The concluding section contains the complete results of the principals' interviews.

Summary of Study Results

SUMMARY OF STUDY RESULTS

Key Activities of Effective Guidance Programs

The counselors were asked to describe the key activities that make their elementary guidance programs effective.

Ninety-five percent mentioned **individual and small group counseling** as a key activity in their program.

Most counselors (82%) cited **involvement of teachers and staff** as key to their program effectiveness. An effective program is not implemented by a counselor working alone but rather with collaboration, help, and support from the principal, the teachers, and other support staff.

High visibility with students was another key to effectiveness, according to 82% of the counselors. Their remarks included comments such as the following: the counseling program was integral to school activities; it was seen as part of the instructional program; and the counselor was regularly seen by students in classrooms and school hallways--a "regular school fixture."

The following other key activities were mentioned:

parent involvement, consultation, or education programs (72%)

developmental guidance programs (68%)

school programs of student improvement (55%). This includes such things as behavior improvement programs, using a schoolwide positive reinforcement system; programs to improve attendance; schoolwide positive affect programs; etc.

How Effective Counselors Spend Their Time

A second survey question asked, "Give me your best estimate of the percentage of time you spend in each area over the period of a school year." Elementary counselors from effective programs responded with the following percentages:

Counseling	29.5%
Group guidance activities	26.1%
Consulting with teachers and parents	16.0%
Placement and referral	12.7%
Pupil appraisal	6.2%
Information services	6.0%
Recordkeeping	3.5%

The Guidance Program

Elementary principals of schools that were identified as having effective guidance programs said that such programs:

are **child-oriented**,

provide a balance between counseling and classroom guidance activities,

are **developmental** from grade to grade, and

involve parents and teachers.

Surveyed principals believe that guidance programs are very helpful to elementary students. When asked, "What makes the elementary guidance program valuable in your school?," most principals (over 80%) responded with comments about **direct services to children** being the most valuable. Other activities identified as valuable by the principal included: **special assistance** to students at risk, **helping principal** and staff, and making contributions that no one else at the school provides.

Principals think the guidance program is helpful and valuable to students. They also believe that others view the guidance program as a positive contribution. Principals say that teachers, parents, community people, and students have the greatest confidence in and **respect** for the guidance counselor; all view the elementary guidance program as **positive, helpful**, and **necessary.**

Principals of these effective elementary guidance programs thought the loss of their programs would be **devastating** to the school, **would leave student needs unmet**, and would require teachers and principals to spend more time to perform these guidance activities.

The Guidance Counselor

Principals were asked to reflect upon the qualities of the guidance counselor that contribute to his or her effectiveness. Every principal mentioned, as an important quality, something to do with being **warm, sensitive, caring people**, who are **good listeners.** They also mentioned: **dedication, good training, leadership** with vision, **organization, enthusiasm**, and an **understanding of schools** (because of a teaching background).

Resources Needed

In the interviews, both counselors and principals had an opportunity to talk about the resources of their effective elementary guidance program. Principals were asked what kinds of resources they provide for

their guidance programs, additional resources that would help the program, and other ways in which they contribute to the strength of the program. Counselors were asked to identify resources that contribute to the effectiveness of their guidance programs and those they felt were critical to the establishment of a guidance program.

Most of the principals agreed about the resources they provide for their elementary guidance programs. The number one resource is **financial.** They also mentioned **appropriate materials and supplies, adequate facilities,** and personal **support from the principal.** The single most often mentioned additional resource principals think would be helpful was **clerical support** and assistance.

Counselors have a somewhat different view of the resources. They named a **supportive principal** and **adequate facilities** as the resources that contribute most to their programs' effectiveness. Other important resources were:

materials;

other personnel, including teachers, the school secretary, central office staff, and state guidance department staff;

budget; and

PTA/PTO and other agencies and associations.

When asked to identify those resources critical to the establishment of a guidance program, the counselors consistently mentioned facilities, budget, support from the principal and staff, and supplies and materials.

Principals were asked about how they support the professional growth of their counselors. Most (73%) mentioned **release time.** Other types of support were **financial** (38%) and **encouragement** (35%).

The principal's role in providing leadership to the guidance program was described as **supportive** by 84% of the responding principals. Principals from out of state most often saw their roles as **overseeing** or **monitoring** the program (58%). Forty-two percent mentioned the importance of the principal's being **knowledgeable** about what constitutes an effective elementary guidance program and consequently allowing counselors to do appropriate activities rather than delegating inappropriate roles and responsibilities to the counselor.

Other Resources Available

A copy of the actual responses to the interviews is available from:

Kentucky Association of School Administrators
1121 Louisville Road
Frankfort, Kentucky 40601

or from:

Appalachia Educational Laboratory
P. O. Box 1348
Charleston, West Virginia 25325

Ask for a copy of the Technical Report of the KASA-AEL Study Group: Interviews ot Counselors and Principals in Exemplary Elementary Counseling Programs.

If you are an elementary guidance counselor in Kentucky, aspire to begin an elementary guidance program, or are working to make your program more effective, contact any of the following associations for information and assistance:

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Results of Interviews With Counselors

RESULTS OF INTERVIEWS WITH COUNSELORS

This section of the report contains the results from interviews with 22 elementary counselors serving in programs that were identified by peers as effective elementary guidance programs. The majority (14) were from Kentucky; others were from one of five other states known to have some exemplary elementary guidance programs. The counselor interviews had four major content areas; results are presented here according to those areas. First, the demographic information is presented; second, key activities in a guidance program; third, recommendations about how to begin or implement an elementary guidance program; and lastly, information about planning and evaluating guidance programs.

Responses to open-ended questions were tabulated by categories. Throughout this report, the results are generally depicted in tables with three columns: the category of the response, the number of counselors who made a comment that fits in that category, and the percent (of those answering each question) who made a comment that fits the given category. The reader should remember two things when reviewing the results of this study:

1. Because these questions are open, not closed, and the response categories were determined after the interviews were completed, a lack of response to any given category does not mean that a counselor or principal did not agree with the category. It simply means they did not include the category in their spontaneous remarks. Had they been asked about each given category, they might have agreed and included it in their answers.

2. Counselors frequently made responses that were coded into more than one category, and so the number of responses to a given question often exceeds 22, the total number of counselors interviewed.

Demographic Information

Several of the interview questions had to do with demographic information about the counselor (e.g., years of experience) and about the school (e.g., size and grade levels). These data are presented in five tables in Appendix E. They are summarized below.

The counselors in this study represented a diverse group. Experience as a counselor ranged between one and 21 years of experience. Fifty-five percent of the counselors had eight or more years of experience. Most (55%) had been at the same school for at least seven years.

They work in schools that vary in size--ranging from 305 to 1,500 students. The most common (64%) grade level configuration was K-5. More

than half of the schools (54%) were reported to be suburban schools. The others were evenly divided among urban and rural.

Key Activities Within the Guidance Program

Question 1: Describe the key activities that make your elementary guidance program effective, and cite reasons for their effectiveness.

The crucial activity of effective elementary guidance programs is counseling with individual students and with small groups of students. When asked to describe what activities helped make their program effective, all but one counselor mentioned counseling. (See Table 1.)

All of the responses to Question 1 (about key activities that make their programs effective) indicate the importance of maintaining direct contact with people--whether it be students, teachers, or members of the community. Clearly, doing paperwork and sitting in one's office are not high priorities of counselors in effective guidance programs. In fact, high visibility was one of the most frequent responses, given by 82 percent of the counselors. Counselors used adjectives like "available," "accessible," and "visible" to which they attributed program effectiveness. Counselors maintain visibility in their schools by interacting with students throughout the building informally and while conducting classroom guidance.

Table 1

Activities That Contribute to Program Effectiveness

Key Activities	Number	Percent
Individual/small group counseling	21	95
Involvement of staff and teachers	18	82
High visibility with students	18	82
Involvement with parents	17	72
Developmental guidance	15	68
Programs related to student improvement	12	55
Community involvement	5	23

In effective programs, the entire staff help plan and implement the guidance program, and thus feel a sense of pride and ownership of the program. Guidance is a schoolwide program; it does not belong solely to the counselor or to the principal.

Most counselors mentioned parent involvement as contributing to program effectiveness. They communicate regularly through conferences and workshops. Workshop topics mentioned include parent effectiveness, homework, interpreting test results, orientation to the school, child development, and parenting skills.

Counselors mentioned developmental guidance as an important key activity in their programs. Developmental guidance is defined as a developmental, preventive, planned curriculum for all students in the areas of emotional, social, and academic growth. Topics for consideration may include coping skills, responsibility, self-esteem, feelings, decisionmaking, attitudes, career exploration, health and safety, and others.

Question 2: Give me your best estimate of the percentage of time you spend in each area over the period of a school year.

Counselors were asked to estimate how they spend their time, given the seven major areas designated by the Kentucky Department of Education as important areas: counseling, group guidance, consulting with parents and teachers, placement and referral, pupil appraisal, information services, and recordkeeping. (See Appendix F for a copy of the guidelines established by the Kentucky Department of Education. Included in those guidelines are definitions of each of these seven activities.)

Kentucky state guidelines call for counselors to spend at least 75 percent of their work time in activities that provide for direct guidance and counseling services with students, parents, teachers, and administrators; about 20 percent of their time in activities aimed at planning and implementing the guidance and counseling program; and about 5 percent of their work time in other activities. As can be seen in Table 2, counselors in this sample report are spending over 95 percent in direct contact activities--well within the recommended guidelines.

Table 2

Time Counselors Spend in a School Year

Areas of Guidance Program	Percent of Time
Counseling	30
Group guidance activities	26
Consulting with teachers and parents	16
Placement and referral	13
Pupil appraisal	6
Information services	6
Recordkeeping	4

Question 3: If you were designing an ideal guidance program, would you be spending your time in the same ways? If not, what changes would you make?

Nine (41%) of the counselors in this study thought they would make no change in the ways they spend their time. Seven (32%) thought they would increase time in the area of counseling. Six (27%) thought they would spend less time in recordkeeping.

Question 4: Describe the resources that contribute to the effectiveness of your elementary guidance program.

All but one of the counselors (95%) spontaneously mentioned the principal as a resource that contributes to the effectiveness of their guidance programs. (See Table 3.) The principal provides leadership, establishing acceptance and support of the program within the school. Principals in schools with effective guidance and counseling programs understand the role of the school guidance counselor. As reported by the counselors, principals in these schools help eliminate excessive busywork, paperwork, and other interfering administrative duties, thus allowing counselors to do activities relevant to their role as guidance counselor.

Table 3

Resources That Contribute to Program Effectiveness

Resources	Number	Percent
Principal	21	95
Facilities	21	95
Materials	17	77
Other personnel	16	73
Adequate budget	15	68
PTA/PTO	13	59
Agencies, associations	13	59

The facilities that were important resources to counselors in these effective programs are listed below. Please note that none of the counselors had all of these facilities available to them, but most counselors (95%) thought that adequate facilities contributed to the effectiveness of their program. Comments included the following aspects of facilities:

> a private office, preferably located near the school administrative office complex and in the mainstream of student traffic but with an entrance separate from the principal's office;

an area for group counseling;

access to a telephone;

filing cabinets that lock; and

a classroom for guidance activities, with ample storage space for guidance materials.

Counselors mentioned a variety of materials as resources to their programs: classroom guidance activities, access to adequate audiovisual equipment, regular teaching supplies, and curriculum to teach parenting skills. Other personnel, mentioned by 73 percent of the sample, included a variety of support persons: clerical and secretarial help, teachers, the school librarian, staff of the Kentucky Department of Education, and certain members of the district central office staff.

Nearly 70 percent of the interviewed counselors listed money, finances, or an adequate budget as an important resource. None of them offered specific dollar amounts as requisite to an effective program. The PTA or PTO usually was mentioned as a resource by the counselors in the context of fund raising to contribute financial support for materials and other needed supplies.

Finally, over half of the counselors mentioned the resource of other agencies (such as community agencies to whom they referred families) and professional organizations. The organizations which are seen as the most helpful include: the Kentucky School Counselors Association, the Kentucky Association for Counseling and Development, the Kentucky Association of School Administrators, as well as local chapters of these associations.

Beginning an Elementary Guidance Program

The majority of the interview questions had to do with beginning a new elementary guidance program. Counselors were asked, "What advice would you give to a beginning elementary counselor who is working to establish a new guidance program?" They were asked to respond with advice for each of the basic seven categories of elementary guidance programs, as defined by regulations issued by the Kentucky Department of Education. (Refer to Appendix F for guidelines which define those activity areas.) The areas include: information services, counseling, group guidance activities, pupil appraisal, placement and referral, consulting with teachers and parents, and recordkeeping. Following is a summary of recommendations they would provide to persons beginning a new guidance program.

Question 5a: What advice would you give to a beginning elementary counselor on the topic of INFORMATION SERVICES?

Ordinarily, information services is defined as providing information for use in exploring and making decisions about educational, vocational,

personal-social, and orientation issues. Counselors in this study used a somewhat different interpretation of this work activity. They tended to focus on information about the program--a public information and marketing approach.

Table 4

Advice About Information Services

Information Services Advice	Number	Percent
Selling the program	11	50
Knowledge of resources	9	41
Visibility within school	7	32
Visibility within community	7	32

Half of the counselors gave responses that fit into a category about selling the program. (See Table 4.) Comments in this category included aspects of public relations and helping to define the role of the elementary guidance counselor to all interested parties. Typical responses included:

"Use the local media to explain the role of the counselor,"

"Have a strong PR plan," and

"Make sure students, parents, and teachers know your role."

About 40 percent of the counselors recommended getting to know such community resources as agencies and doctors.

Question 5b: What advice would you give to a beginning elementary counselor on the topic of COUNSELING?

The best advice for establishing an effective counseling component in a new guidance program basically was to provide excellent counseling. If students feel they have been assisted and helped, they will come back when they need to, they will tell others about the services, and the word will spread. Counselors made comments like the following:

"Be confident of counseling skills."

"Let the children know that you are there to help."

"Provide good counseling."

The second most frequent suggestion had to do with making contacts within the school. For example, working with large groups in effective classroom guidance groups, it was felt, would help children feel secure about coming to either individual or small group counseling sessions.

Table 5

Advice About Counseling

Advice about Counseling	Number	Percent
Provide excellent counseling	17	72
Contacts within school	15	68
Contacts outside school	7	32
Use of resources	2	9

Additional advice had to do with contacts outside the school: parents and other community resources. Counselors advocated educating parents in the community about counseling services available, working hard to build a level of trust, and helping them feel comfortable.

Within the topic of establishing an effective counseling component in an elementary guidance program, counselors were asked three more specific questions (probes 1-3). Summaries of the responses follow in Tables 6-8. (The actual comments have been typed and are available in a technical report of this study.)

Table 6

Probe 1: How do you identify children who are at risk or who have problems needing special help?

Methods for Identification of Children	Number of Comments	Percent of Counselors
Self-referral	8	44
Referral by teachers	8	44
Formal school processes	8	44
Referral by parents	6	33
Referral by principal	2	11
Observation by counselor	2	11
Testing	1	6
Probe not asked		18

Table 7

Probe 2: How do you get them to come to you for counseling?

Advice about Getting Children to Counseling	Number of Comments	Percent of Counselors
Self-referral	5	38
Group/individual counseling	5	38
Establish trust	4	31
Referral by others	2	15
Information about services	1	8
Probe not asked		41

Table 8

Probe 3: What strategies do you use in dealing with important crisis issues?

Advice about Strategies for Crisis	Number of Comments	Percent of Counselors
Individual counseling	13	68
Small group counseling	4	21
Preventive programs	3	16
Information sharing	3	16
Class discussion	2	11
Probe not asked		14

Question 5c: What advice would you give to a beginning elementary counselor on the topic of GROUP GUIDANCE ACTIVITIES?

Counselors of effective elementary guidance programs were in agreement on the importance of the curriculum to group guidance activities. (See Table 9.) Seventy-three percent offered advice on curriculum when asked about recommendations for a beginning counselor to develop a guidance program. Counselors believe it is important to have a curriculum that is comprehensive, developmental (grade by grade), and structured. As one of the counselors put it, "They (the group guidance activities) are the heart of the elementary guidance program."

Group guidance activities in exemplary guidance and counseling programs were based on the needs of students in the school.

In terms of recommendations about strategies, counselors suggested getting kids involved in learning activities. "Don't lecture or preach," was a caution given by several. Likewise, "Don't be too rigid and controlling"; "avoid being judgmental." Counselors suggested it was important to present information, explore alternatives with the students, and assist them in making their own decisions. Basically, the group guidance activities should be somewhat unique; different than what classroom teachers do in the course of a regular class.

Factors that contribute to an effective guidance program include: using a variety of materials and teaching methods, including audiovisual equipment; going on field trips; and considering high interest topics. Having special materials, which are used only by the counselor, sets the class apart as something special. Above all, planning the curriculum and delivery is critical to the success of a group guidance program.

Working with teachers was mentioned by four of the sample. They suggested scheduling guidance activities ahead of time so that teachers can stay informed. Counselors also recommended asking teachers, who are usually pleased to be involved, to follow up on particular lessons.

Table 9

Advice About Group Guidance

Advice about Group Guidance Activities	Number of Counselors	Percent of Counselors
Comprehensive curriculum	16	73
Needs assessment	8	36
Strategy, delivery	7	32
Use of resources	6	27
Work with teachers	4	18

If the counselors did not volunteer information about their curricula, the probe for this question asked specifically, "What is your guidance curriculum for grades K-6?" The answers are summarized in Table 10. Kentucky counselors most frequently answered that their curricula deal with topics such as self-esteem, positive self-concept, and bus/home safety. Counselors from outside Kentucky chose slightly different topics to emphasize: dealing with crisis and orientation to the next level of schooling. By no means is the listing of curricular topics in Table 10 exhaustive nor comprehensive. Counselors responded to this open-ended probe with topics, but it should not be assumed that they gave a comprehensive listing of curricular subjects in their guidance programs.

Table 10

Probe 4: What is your guidance curriculum for grades K-6?

Guidance Curriculum, K-6	Number	Percent
Self-esteem	12	55
Bus/home safety	11	50
Dealing with crisis (death, divorce, moving)	9	41
Getting along with others	8	36
Understanding feelings	6	27
Drug abuse	6	27
Decisionmaking	6	27
Orientation--next level of school	5	18
Career, jobs	3	14
Hygiene, body development	2	9
Probe not asked		18

Question 5d: What advice would you give to a beginning elementary counselor on the topic of PUPIL APPRAISAL ACTIVITIES?

Table 11 depicts the kinds of advice counselors gave about pupil appraisal. The most frequent recommendation had to do with the use of a broad range of appraisal instruments that cover development, home, and environmental factors. Most appraisals are informal assessments, relying on input from teachers, observations, and a variety of sources.

Table 11

Advice About Pupil Appraisal

Advice about Pupil Appraisal Activities	Number of Counselors	Percent
Instruments	11	50
Interpret results	10	45
Organization of a system	10	45
Work with other professionals	10	18
Get clerical assistance	3	14

Many counselors (45%) emphasized the importance of interpreting results to parents, teachers, and students. Counselors also suggested that it is important to organize a system for dealing with the schoolwide testing program. Without a smooth system of operation and organization, the coordination of the testing program in an elementary school can require too much of a counselor's work time.

Question 5e: What advice would you give to a beginning elementary counselor on the topic of PLACEMENT AND REFERRAL SERVICES?

Table 12

Advice About Placement and Referral Services

Advice about Placement and Referral Services	Number of Counselors	Percent
Special education caution	11	50
Use other resources	8	36
Chair the committee	4	18
Use pre-screening committee	3	15
Other	1	5

In relation to the topic of placement and referral services, 50 percent of the counselors agreed on the cautionary recommendation: "Don't take on special education as a major responsibility." They (36%) also recommended the use of other resources, such as other staff and programs.

Question 5f: What advice would you give to a beginning elementary counselor on the topic of CONSULTING WITH TEACHERS AND PARENTS?

Table 13

Advice About Consulting with Teachers and Parents

Advice about Consulting with Teachers/Parents	Number of Counselors	Percent
Be available and accessible	16	73
Listen; establish relationship	15	68
Maintain neutrality	7	32
Start with those interested	6	27
Inservice with teachers	5	23

A probe was included in this section of the interview, having to do with working with the school administrator. Table 14 summarizes the responses. Ninety-two percent of the counselors spontaneously commented that it is very important to work closely with the school administrator.

Table 14

Probe 5: What about working with the school administrator? What advice would you give to a beginning elementary counselor who is working to establish a new guidance program?

Working with Administrator	Number	Percent
Work closely; very important	13	93
Understand mutual roles	4	29
Shared philosophy	4	29
Communicate often	3	21
Probe not asked		36

Question 5g: What advice would you give to a beginning elementary counselor on the topic of RECORDKEEPING?

The overriding response, from 77 percent of the counselors, was to make the system of recordkeeping a simple one. This makes sense, when one remembers that recordkeeping was the task on which counselors spent only four percent of their working time. (See Table 2.) Some counselors in the survey specifically advocated keeping a daily journal or log as a help.

Fewer than half of the counselors (41 percent) recommended getting assistance with the task of recordkeeping. The only problem, in having a secretary or volunteers assist with recordkeeping, is the assurance of confidentiality in the records. All of the information filed in a student folder is confidential, but some of the reports kept by a counselor are more sensitive than others. Counselors can obtain help with standard recordkeeping tasks; certain material should be recorded only by the counselor.

Table 15

Advice About Recordkeeping

Recordkeeping Advice	Number	Percent
Keep it simple	xxxxxxxxxxxxxxxxx (17)	77
Use clerical help, volunteers	xxxxxxxxx (9)	41
Keep a record of daily activities	xxxxxxx (7)	32

Question 6: Describe resources which would be critical to the establishment of an effective elementary guidance program.

As indicated in Table 16, counselors mentioned basic resources: facilities, adequate budget, support from the school administrator and staff, and adequate supplies and materials. All were seen as equally important. It is interesting to note the general agreement with all of these basic resources. Most of the counselors that were interviewed named several of the resources.

Table 16

Resources Necessary for Effective Guidance

Necessary Resources	Number	Percent
Adequate facilities	17	77
Budget	16	73
Administrative support	16	73
Support from staff	16	73
Supplies and materials	14	64
Community support	10	45
Autonomy to do the job	1	5

Planning and Evaluation of Guidance Programs

Question 7: Describe how you plan your guidance program.

All 22 counselors in the study had some method for planning their guidance programs; all felt it was important. The majority used surveys of students, teachers, or parents as a major planning component. Many referred to the annual plan and the guidance committee (required in Kentucky for guidance program planning.) Table 17 presents a summary of the responses.

Table 17

Guidance Program Planning Strategies

Program Planning	Number	Percent
Survey results	20	86
Periodic adjustments	13	59
Annual plan	9	41
Guidance committee	8	36
Accreditation	1	5
No formal planning	1	5
Planning not mentioned	1	5

Question 8: Describe how you evaluate your guidance program.

As in the question about planning, use of surveys was the number one answer given by counselors (86%) about how they evaluate their guidance and counseling programs. (See Table 18.)

Table 18

Evaluation Strategies

Program Evaluation	Number	Percent
Surveys	18	82
Informal	2	9
Evaluation not mentioned	2	9

Conclusion

Twenty-two counselors from exemplary guidance programs were interviewed by KASA members who served on a study group about elementary school guidance counseling. From the results of the telephone interviews, it is clear that the counselors who were interviewed believe in the importance of what they are doing. Equally clear was their conviction that their job is to provide developmental guidance courses to their students and to provide appropriate counseling services.

In the next section of this document, the results of principal interviews are reported. Principals in this sample, all of whom work in elementary schools with exemplary guidance and counseling programs, also believe in the importance of the guidance counselor. They agree with counselors, by and large, about the necessity to protect counselors from administrative busywork that would prevent them from doing an effective job with the students. Principals confirm many of the counselors' perceptions about the need for adequate resources.

Results of Interviews With Principals

RESULTS OF INTERVIEWS WITH PRINCIPALS

This entire report seeks to describe what it is that makes an elementary guidance program exemplary. An earlier section of the total report represented the point of view of the guidance counselor. This section, on the other hand, presents the principal's frame of reference. KASA-AEL study group members surveyed 26 principals at schools nominated by peers as having exemplary guidance programs. The principals represent not only Kentucky, but also Florida, Indiana, Missouri, Tennessee, and West Virginia as well.

Demographic information about the principals who were surveyed is summarized first. Then, this paper describes responses to specific interview questions pertaining to each principal's elementary guidance program. In order to clarify the extent to which principals agreed in their responses, a table indicating percentages is also included for each question. A copy of the interview instrument is included in Appendix B. Each table specifically refers the reader to a numbered question on the principals' interview instrument.

Demographic Information

Information concerning demographics is summarized here. However, tables with specific responses to this section of the questionnaire are included in Appendix G.

The principals involved in this study represent a broad range of experience, from one year to 23 years of service. Over half of the respondents (55%) had 5 or fewer years of experience as a principal, with most of those persons (62%) having 4 to 5 years of experience. It follows, then, that most principals (64%) have been at their present school 5 years or less. Two-thirds (67%) of the principals spent 6 or fewer years at a school with a guidance program.

Almost half (46%) of the schools have a student enrollment of less than 500 students. The remainder work in schools having 612 to 1,600 students. These students primarily attend schools configured as K-5 or K-6. The schools are located in suburban, urban, and rural areas, though suburban schools are more common in this survey.

Responses to Questions Related to Guidance Program

A description of each school's guidance program follows, including what it is that makes the guidance program valuable and the impact if the school were to lose its guidance program. The principal's role and ways in which the guidance program supports the school's philosophy are examined as well. Resources the principal currently does and should provide, including those that encourage the professional growth of the counselor, are considered. Communication between guidance counselor

and principal and faculty is also examined. Others' perceptions of the guidance program and of effective counselor characteristics are considered as well.

In response to particular survey questions, summary information is presented. Accompanying tables include a list of the percent of principals making a particular comment. Since principals frequently made responses that were coded into more than one category, the number of responses to any given question often exceeds 26. Pertinent comments made by respondents may also be included to support summaries and tables.

Question 1: Please briefly describe your elementary guidance program.

Each principal contacted in this study was designated by others as the principal at a school having an exemplary elementary guidance program. When asked to describe their own guidance program, activities cited most often by Kentucky and out-of-state principals included individual counseling (77%) and group counseling (73%). Table 1 lists the activities mentioned by the respondents.

Table 1

Description of Guidance Program

Key Activities	Number	Percent
Individual counseling	20	77
Group counseling	19	73
Meets needs of kids	18	69
Working with parents	17	65
Developmental	16	62
Direct contact with students	14	54
Classroom guidance	12	46
Assessment and testing	12	46
Consultation with teachers	10	38
Special education	7	27
Guidance committee	7	27
Other	1	4

Question 2: What makes the elementary guidance program valuable in your school?

When asked to identify those activities that make the guidance program valuable, over 80 percent of the respondents mentioned "direct service to children." Table 2 outlines in more detail other activities that contribute to the value of the program.

Table 2

Most Valuable Components

Activity	Number	Percent
Direct service to children	21	81
Help students at risk	12	46
Makes contributions not provided by others	10	38
Qualities of counselor	9	35
Contacts with parents	8	31
Helping relations to principal and staff	7	38
Correct placement of children	2	8
Working as a team with principal	2	8
Analyze test data	2	8
Other	2	8

At this point, it may be helpful to include comments from three principals who have had guidance programs relatively recently in their careers. Since these persons worked many years without the benefit of a guidance program, they may have a better understanding of what students and faculty miss by not having such a program. One principal of 19 years, who directed a guidance program only during the last six years, no doubt speaks from experience: "A lot of children would be lost that are successful because of the program." Another principal with 23 years' experience implemented a guidance program in the last two years. When asked to comment on the value of the program, this principal responded: "Early intervention available to children [results in] a more balanced person." An 18-year veteran principal, commenting on a 5-year guidance program, remarked: "Counseling service in elementary schools is the most important element. Until they are secure, children cannot learn."

Question 13: What would be the impact if your school did not have a guidance program?

Respondents, when asked to estimate the impact of the school losing its guidance program, agreed that the loss would be devastating (89%). In Table 3 below, others (62%) felt that student needs would not be met.

Table 3

Impact on School Without Guidance

Result	Number	Percent
Devastating	23	89
Students needs unmet	16	62
Teachers/principal would spend more time doing guidance duties	7	27
Lost resource for parents	3	12

The Principal's Role and the School's Philosophy

Question 9: What is the principal's role in providing leadership to the guidance program?

When asked to identify their roles within the guidance program, almost 85 percent of principals considered themselves supportive of the program, as noted in Table 4. Principals from out of state, on the other hand, considered themselves to be overseers of the program.

Table 4

Principal's Role in Providing Leadership

Role	Number	Percent
Supportive	22	85
Oversees program	15	58
Knowledgeable	11	42
Communicator of school goals	4	15
Other	1	4

One principal remarked, "[The principal] must have a vision for the program and must provide leadership...must have knowledge of what is an effective program."

Question 10: How does the guidance program support the school's philosophy?

Table 5 indicates that the guidance program is perceived to support the school philosophy.

Table 5

Guidance Supports School Philosophy

Perceptions	Number	Percent
Activities of guidance program consistent with school philosophy	17	63
Principal/counselor share same philosophy	12	46

Particular responses as to how the guidance program actually does support the school's philosophy are not captured in Table 5 above. However, sample responses are included here to give the reader an understanding of how principals of schools with exemplary guidance programs view their clientele. One principal remarked that the emphasis of the school is to "educate the whole child." Another referred to the school as "child-centered," while still another felt, "The individual is the focus in teaching and in all activities." Another comment was, "We believe that each child can and will learn, so we provide a setting for them to learn at their best." With both guidance program and overall administrative emphases focused on the child, it is no wonder that the guidance programs at these schools were perceived to be exemplary.

Resources Provided and Additional Resources Needed

Question 12: How is the guidance counselor's involvement with professional development opportunities and activities supported?

"Resources" for the program might include the principal's support of the guidance counselor's professional growth. According to Table 6, 73 percent of the respondents mentioned release time as the vehicle for supporting professional growth.

Table 6

Support for Counselor Development

Activity	Number	Percent
Release time	19	73
Financial	10	38
Encouragement	9	35
Professional recognition	5	19

Question 4: What kind of resources do you provide for your elementary guidance program?

Table 7 lists those resources provided by principals for their elementary guidance programs. As indicated in the table, money is mentioned most frequently, followed by materials and facilities. Out-of-state principals listed materials/supplies as the resource most often provided.

Table 7

Resources for Guidance Program

Resource	Number	Percent
Money	21	81
Materials/supplies	18	69
Facilities	18	69
Support from principal	9	35
Clerical assistance	6	23
Support from staff	5	19
Professional growth	2	8

One principal mentioned providing "total support" in a number of ways, including "communicating with staff/parents/PTA on how important the program is" and "allowing time for scheduling of programs and groups. That is so important--to allow counselors adequate time for their program."

Question 5: What additional resources should be provided?

Those resources that principals felt should be provided are listed in Table 8. Clerical assistance was listed most frequently.

Table 8

Additional Resources Needed

Resource	Number	Percent
Clerical assistance	12	46
Money	7	27
Materials/supplies	6	24
Facilities	3	12
More counselors	2	8
No additional resources needed	2	8

Hinting at the nature of problems encountered by children at the elementary level, one principal commented that additional resources should be provided to "prepare counselor to meet the students' needs. Help [should be given] in preparing to deal with children at risk and death and divorce."

Communication

Question 3: How does your guidance counselor share with you and with your faculty what happens in the guidance program?

Communication between guidance counselor, principal, and faculty most commonly occurs in person, whether in large groups, small groups, or one-to-one exchanges. According to Table 9, over three-fourths of the principals cited faculty meetings as the prime vehicle for communicating. Ranking next were informal contacts with the principal and staff as well as meetings with the principal.

Table 9

Methods of Sharing Information

Activity	Number	Percent
Faculty meetings	20	77
Informal contacts with principal and staff	17	65
Meetings with principal	14	54
Newsletters	9	35
Teacher observation of classroom guidance program	4	15
Memos	4	15
Other	2	8

How Others View the Guidance Program and the Counselor

As evidenced by some responses to the following three questions, a question about the guidance program frequently resulted in a response about the guidance counselor. As one respondent noted, "The person is the key--the program will succeed or fail (based on the person's strengths or weaknesses)."

Question 6: How do teachers in your school view the guidance program?

The following tables (10 through 12) indicate extremely positive perceptions of the guidance program by teachers, parents, and students.

Table 10

Teachers' Perceptions of Guidance Program

Perception	Number	Percent
Of great help for students	25	96
As integral part of school program	10	38
As a resource	9	35
As student guidance resource	3	12
Positive, respect for counselor	2	8

Teachers overwhelmingly (96%) feel that the program is of great help to the students. Comments made by principals include: "[Teachers] wonder how they got along without it." Another comment points out the transformation that had to occur: "At this time they view it as an integral part [of the total school program], but not in the beginning. Teachers are now very supportive. The principal had the same metamorphosis." However, most principals echoed this sentiment concerning how teachers view the guidance program: "as a necessary part of the school--as needed as reading, writing, and arithmetic."

Question 7: How do parents and community people view the guidance program?

Table 11 indicates that, in the opinion of the principals, parents and other persons in the community have a respect for the counselor and see the program as a resource they can tap.

Table 11

Community Views of Guidance Program

Perception	Number	Percent
Positive respect for counselor	23	88
As a resource	12	46
To provide services to parents	8	31
To help students	2	8

Question 8: How do students in your school view the guidance program?

Table 12 shows that principals believe the students also have a high regard for the counselor.

Table 12

Students' Perceptions of Guidance Program

Perceptions	Number	Percent
Positive, with love	24	92
Helpful	23	88
Confidential	11	42

Particular comments included: "Students recognize her as a person they can go to." "[Students] trust that they can talk and someone will listen." Another measure of student regard may be the fact that "kids give up recess and their own time to see the counselor."

Question 11: What particular qualities does your guidance counselor have that make him or her effective?

Effective counselor characteristics are considered in Table 13 below. All principals agreed that their guidance counselors are warm, sensitive, caring, and have good listening skills. Other highly ranked qualities were dedicated and well-trained.

Table 13

Qualities of Guidance Counselor

Quality	Number	Percent
Warm, sensitive, caring, listener	26	100
Dedicated	14	54
Well-trained	12	46
Well-organized	9	35
Leadership, vision	9	35
Enthusiastic	8	31
Knowledge of schools, teaching background	8	31

Question 14: Do you have any other comments you wish to make?

Finally, principals were asked for additional comments related to the guidance program. Many respondents took this opportunity to confirm the value of the guidance program to elementary children. Principals agreed that "there are so many needs in the elementary school that must be met," and "students at the elementary level have problems that need immediate help before problems worsen." In terms of the cost that school districts must bear to pay for an elementary guidance program, one principal noted that it was a "worthwhile expenditure, educating the total child. [Schools must] pay now rather than later--it's vital. It's shortsighted to say we can't afford it."

With a look toward the future of elementary guidance programs, one principal was "encouraged by the 20 new proposed [counselor] positions" and felt that schools were "shortchanging kids and parents without these positions." This principal went on to voice a sentiment that is shared by many other principals of exemplary guidance programs: "[The counselor] plays a unique role that no one else can fill."

Conclusion

A principal is in a unique position to effect change within the organization of the school. The information presented in this KASA-AEL study group product can go a long way toward keeping the principal current on effective guidance programs and practices. Recognizing the essential need for elementary guidance programs, the principal--as stated earlier--"must have a vision for the program and must provide leadership...must have knowledge of what is an effective program." Knowing what is an effective elementary guidance program is an important first step to implementing an exemplary guidance program. What each school administrator decides to do with that knowledge is the crucial next step.

Appendix A. Counselors' Interview Instrument

KASA-AEL Survey on Elementary Guidance Counselors

Hello. Is this _____, the elementary guidance counselor at _____ Elementary School?

____ Yes (If yes, continue.)
____ No (If no, find out the name of the counselor at the elementary school you have been assigned.)

My name is _____. I am a member of a KASA study group studying effective elementary guidance programs. The program at your school, _____, has been nominated as exemplary by elementary guidance counselors in Kentucky. I would like to ask you some questions about your guidance program. We also plan to speak with _____, the principal at your school, for information.

Your individual responses will remain anonymous. We plan to summarize the answers of the counselors and principals whom we interview and develop some guidelines for effective elementary counseling programs, which will be shared with counselors and principals who are beginning a new guidance program.

The survey has three major parts, and we expect it will take approximately 30 minutes to complete. Would you be willing to participate?

____ No (If no, discontinue interview.)
____ Yes (If yes:) Is this a good time to talk with you?
____ No (Reschedule.)
____ Yes (Continue with interview.)

SECTION I: Elementary Guidance Programs

In this first section, I would like for you to think about your guidance program and the things that make it successful?

1. Desribe the key activities that make your elementary guidance program effective, and cite reasons for their effectiveness. (Accept up to five activity descriptions.)

a.

b.

c.

d.

e.

2. In this question, we would like for you to think about how you spend your time. As I read each of seven categories, give me your best estimate of the percentage of time you spend in each area over the period of a school year. (Read through the entire list of categories first. Then go back over them one at a time to elicit percentage of time for each. Refer to definitions only as needed.)

Category	Percentage of Time Spent
a. information services	
b. counseling	
c. group guidance activities	
d. pupil appraisal	
e. placement and referral	
f. consulting with teachers and parents	
g. recordkeeping	
h. other: _____ _____	

3. If you were designing an ideal guidance program, would you be spending your time in the same ways? If not, what changes would you make?

Category	Percentage of Time Spent in Ideal Programs
a. information services	
b. counseling	
c. group guidance activities	
d. pupil appraisal	
e. placement and referral	
f. consulting with teachers and parents	
g. recordkeeping	
h. other: _____ _____	

4. Describe the resources that contribute to the effectiveness of your elementary guidance program. Mention such things as your budget, facilities, office equipment, materials, support from principal and/or central office, and other human resources (volunteers, teachers, parents, etc.).

SECTION II: Beginning an Elementary Guidance Program

The next few questions have to do with beginning a new elementary guidance program.

5. **Using the same seven categories that we used before, what advice on each of these topics would you give to a beginning elementary counselor who is working to establish a new guidance program?**

   a. information services

b. counseling

(The following are probes to ask if the information is not volunteereed.)

Probe: (1) How do you identify children who are at-risk or who have problems needing special help?

Probe: (2) How do you get them to come to you for counseling?

Probe: (3) What strategies do you use in dealing with such important issues as loss of parents through death or divorce, drug and alcohol problems, suicide, etc.?

c. group guidance activities

Probe: (1) What is your guidance curriculum for grades K-6? Please describe briefly.

d. pupil appraisal

Probe: (1) What is your responsibility in your school's testing program?

e. placement and referral

f. consulting with teachers and parents

Probe: (1) What about working with the school administrator?

g. recordkeeping

6. Describe the resources which would be critical to the establishment of an effective elementary guidance program. Mention such things as requirements for budget, facilities, office equipment, materials, support from principal and/or central office, and other human resources (volunteers, teachers, parents, etc.).

7. Describe how you plan and evaluate your guidance program. How do you use the results to improve your guidance program?

SECTION III: Demographics

In the last part of this survey, I have some questions about you and your school.

8. How long have you been an elementary guidance counselor?

9. How long have you been at this particular school?

10. What is the size of your school (number of students)?

11. What grade levels are in your school?

12. Would you classify your school setting as:

____ urban ____ suburban ____ rural?

Thank you.

Appendix B.
Principals' Interview Instrument

PRINCIPAL'S SURVEY

KASA-AEL SUPPORT FOR ELEMENTARY GUIDANCE COUNSELORS' STUDY GROUP

MAY, 1988

Hello. Is this_____, the principal of _____Elementary School?

_____Yes (if yes, continue.)
_____No (If no, find out the name of the principal at the elementary school you have been assigned.)

My name is_____. I am a member of the Kentucky Association of School Administrators' study group studying effective elementary guidance programs. The program at your school, _____, has been nominated as exemplary by elementary guidance counselors in Kentucky. I would like to ask you some questions about your guidance program. We also plan to speak with _____, the guidance counselor at your school, for information.

Your individual responses will remain anonymous. We plan to summarize the answers of the principals and counselors whom we interview and develop some guidelines for effective elementary counseling programs, which will be shared with principals and counselors who are beginning a new guidance program.

The survey has two major parts, and we expect it will take approximately 18 minutes to complete. Would you be willing to participate?

_____No (If no, discontinue interview.)
_____Yes (If yes:) Is this a good time to talk with you?
_____No (Reschedule.)
_____Yes (Continue with interview.)

SECTION I: YOUR ELEMENTARY GUIDANCE PROGRAM

1. Please briefly describe you elementary guidance program.

2. What makes the elementary guidance program valuable in your school?

3. How does your guidance counselor share with you and with your faculty what happens in the guidance program?

4. What kind of resources do you provide for your elementary guidance program?

5. What additional resources should be provided?

6. How do teachers in your school view your guidance program?

7. How do parents and community people view your guidance program?

8. How do students in your school view the guidance program?

9. What is the principal's role in providing leadership to the guidance program?

10. How does the guidance program support the school's philosophy?

11. What particular qualities does your guidance counselor have that make him or her effective?

12. How is the guidance counselor's involvement with professional development opportunities and activities supported?

13. What would be the impact if your school did not have a guidance program?

14. Do you have other comments you wish to make?

SECTION II: DEMOGRAPHICS

15. How long have you been principal?

16. How long have you been a principal in this school?

17. How long have you been a principal of a school with an elementary guidance program?

18. How many students are in your school?

19. What grades are in your school?

20. In which of the following is your school located? (Check one.)

_____urban _____suburban _____rural

THANK YOU.

Appendix C.
Scoring System for Counselors' Interview

KASA-AEL Survey of Counselors in Elementary Schools
with Exemplary Guidance Programs

Suggested Categories for Coding Open-Ended Questions

Question 1: Describe the key activities that make your elementary guidance program effective and cite reasons for their effectiveness.

For each of the following categories, record the number of times it is mentioned in the answers to question 1 from a given survey.

10	Positive reinforcement programs for students; behavior improvement programs; programs to improve attendance; etc.
11	Parents: involvement, consultation, education, parenting classes, etc.
12	Community: public relations; programs of community service; etc.
13	Individual or small group counseling
14	Guidance programs (implementing established curricula)
15	Working with staff and teachers
16	High visibility with students: in classrooms, in halls; integral to activities in school; part of the instructional program
17	Other (student council)
	NOTE: **Please make a list of the "others" that are coded.**

Question 2: Give me your best estimate of the percentage of time you spend in each area over the period of a school year.

18-19	Information services
20-21	Counseling
22-23	Group guidance activities
24-25	Pupil appraisal
26-27	Placement and referral
28-29	Consulting with teachers and parents
30-31	Recordkeeping
32-33	Other

Question 3: If you were designing an ideal guidance program, would you be spending your time in the same ways? If not, what changes would you make?

Record 1 = decrease time spent
2 = same as now
3 = increase time spent

34 Information services
35 Counseling
36 Group guidance activities
37 Pupil appraisal
38 Placement and referral
39 Consulting with teachers and parents
40 Recordkeeping
41 Other

Question 4: Describe the resources that contribute to the effectiveness of your elementary guidance program.

Code the number of mentions for each of the following categories per survey.

42 Principal
43 Other personnel: central office, graduate students, secretary
44 PTA/PTO
45 Other volunteers (this may not turn out to be a separate category)
46 Other agencies, associations: counselors association, universities
47 Money
48 Facilities
49 Materials
50 Other

Question 5: What advice on each of these topics would you give to a beginning elementary counselor who is working to establish a new guidance program?

a. Information Services

51 Visibility within school
52 Visibility in community
53 Know your resources: the agencies in community, doctors, etc.
54 Explain the purpose and role of counselor: orientation, inservice, education, etc.
55 Other

b. Counseling

56 Contacts within school
57 Contacts outside school: community, home
58 Know your resources
59 Provide good counseling; good skills, followup; word will travel, and this will sell your program
60 Other

Probe 1: How do you identify children who are at risk or who have problems needing special help?

61 Self-referral
62 Parents
63 Teachers
64 Principal
65 Testing
66 Observation (counselor notes difficulty)
67 Formal process of school to identify students with special needs
68 Probe not asked; questions already answered
69 Other

Probe 2: How do you get them to come to you for counseling?

70 Public relations; information about services
71 Establish trust
72 Group counseling (may develop into individual)
73 Self-referral
74 Referral by others
75 Probe not asked; question already answered
76 Other

Probe 3: What strategies do you use in dealing with important crisis issues?

77 Individual counseling
78 Small group counseling
79 Classroom discussion
80 Preventive programs: Just Say No; Magic Circle
81 Information sharing: books, materials
82 Student expression of feelings through writing and other means
83 Probe not asked; question already answered
84 Other

c. Group Guidance Activities

85 Make sure your curricula is comprehensive, developmental (targeted at each grade level), and structured enough to deliver content
86 Do a needs assessment--including demographics
87 Identify and utilize resources--materials, other guidance counselors, etc.
88 Work with teachers
89 Process, strategy, delivery: Don't "teach" in a "preachy" way. Maintain neutrality and impartiality.
90 Other

Probe: What is your guidance curriculum for grades K-6?

Using the following generic categories, tabulate the number of times each respondent said something related to each of the following.

91 Self-esteem and positive self-concept
92 Bus safety; home safety; latchkey related
93 Getting along with others
94 Test taking; study skills
95 Understanding feelings and emotions
96 Dealing with personal crises--death, divorce, moving
97 Drug and alcohol abuse
98 Decisionmaking
99 Career, jobs
100 Hygiene, body development
101 Orientation to next level of schooling
102 Other: **Make list.**

d. Pupil Appraisal

103 Interpret results to parents, teachers, and students
104 Organize; have a system
105 Warning/caution: get clerical assistance
106 Use a broad range of appraisal instruments: developmental, home, the environmental factors
107 Involve others; work with other professionals, agencies, etc.
108 Other

Probe 1: What is your responsibility in your school's testing program?

109 1 = Total responsibility
2 = Limited involvement
3 = None
4 = Other

e. Placement and Referral

110 Caution: Don't take on special education as counselor's primary responsibility
111 Use other resources
112 Chair the committee
113 Do not automatically refer kids to special education
114 Develop and use a prescreening committee; screen new enrollees for placement
115 Other

f. Consulting with Teachers and Parents

116 Constant; frequent; be available and accessible
117 Use communication skills: mutual respect; establish a relationship; listen; etc.
118 Maintain neutrality
119 Inservice with teachers
120 Start with those interested; will sell itself; public relations; be positive; sell selves
121 Other

Probe: What about working with the school administrator?

122 Very important; work closely; a positive asset
123 Understand role (mutual)
124 Communicate often; keep well-informed
125 Shared philosophy with child at center
126 Hold regularly scheduled meetings
127 Not asked; question already answered
128 Other

g. Recordkeeping

129 Get clerical help: secretary, volunteers, paraprofessional; other teachers
130 Get well-organized; keep it simple
131 Keep personal records of students and counselor's daily activities log
132 Other

Question 6: Describe resources which would be critical to the establishment of an effective elementary guidance program.

133 Budget
134 Facilities: conference room; accessible; adequate size
135 Supplies and materials
136 Administrative support from the principal
137 Support from the staff
138 Community support
139 Other

Question 7: Describe how you plan and evaluate your guidance program. How do you use the results to improve your guidance program?

PLAN:
140 annual plan
141 committee; collaborative
142 using assessment or survey results

143 monthly or periodic adjustments
144 other
145 don't mention planning--may do it; but no mention
146 don't do it formally

EVALUATE:
147 mentions guidance counselor evaluation; not program
148 surveys of staff, parents, students
149 informal
150 didn't mention evaluation
151 don't do evaluation
152 other

Appendix D.
Scoring System for Principals' Interview

KASA-AEL Survey of Principals in Elementary Schools
with Exemplary Guidance Programs

Suggested Categories for Coding Open-Ended Questions

Question 1: Please briefly describe your elementary guidance program.

For each of the following categories, record the number of times it is mentioned in the answers to question 1 from a given survey.

10 Individual counseling
11 Group counseling
12 Classroom guidance
13 Assessment; testing
14 Special education
15 Guidance committee
16 Consultation with teachers
17 Working with parents
18 Developmental
19 Meets needs of kids in school; child-oriented focus
20 Direct contact with students
21 Other: (student council) **Make list.**

Question 2: What makes the elementary guidance program valuable in your school?

22 Direct service to children
23 ALL children successful; helps at-risk students
24 Correct placement of children
25 Helping relationship to principal and staff
26 Working as a team with the principal
27 Provides well-rounded school; affective concerns are overt; makes contributions not provided by other staff
28 Analyze test data
29 Contact with parents
30 Qualities of the individual counselor
31 Other: **Make list.**

Question 3: How does your guidance counselor share with you and with your faculty what happens in the guidance program?

32 Faculty meetings
33 Meetings with principal
34 Informal contacts with principal or staff
35 Teacher observation of classroom guidance program
36 Memos
37 Newsletters
38 Other

Question 4: What kind of resources do you provide for your elementary guidance program?

39 Materials/supplies
40 Facilities
41 Money
42 Clerical assistance
43 Support from principal
44 Support from staff
45 Professional development activities
46 Other: **Make list.**

Question 5: What additional resources should be provided?

47 Materials/supplies
48 Facilities
49 Money
50 Clerical assistance
51 More counselors
52 No additional resources needed
53 Other: **Make list.**

Question 6: How do teachers in your school view your guidance program?

54 As a resource
55 As integral part of school program
56 Helps focus on students (advocate)
57 Positive; respect for counselor; pride in program; etc.
58 Want more time for classroom guidance
59 Other

Question 7: How do parents and community people view your guidance program?

60 As a resource
61 Accessible; available to provide services to parents
62 Advocate for students
63 Positive; admiration; respect
64 Other

Question 8: How do students in your school view the guidance program?

65 Positive, favorable, respect; love; comfortable
66 Confidential
67 Helpful
68 Other

Question 9: What is the principal's role in providing leadership to the guidance program?

69 Has knowledge of what makes an effective program and acts on that knowledge; understands counselor's role; allows counselor to do appropriate activities; delegates appropriate responsibility to counselor
70 Vision; communicates goals of school clearly to guidance program
71 Supportive
72 Perform/oversee needs assessment
73 Other: Make list.

Question 10: How does the guidance program support the school's philosophy?

74 Both the principal and counselor hold the same concept of philosophy for the students in the school, e.g., "child-centered" or "high expectations"
75 Activities of guidance program are consistent with and supportive of the school philosophy
76 Other

Question 11: What particular qualities does your guidance counselor have that make him or her effective?

77 Warm, caring, sensitive, empathic; people skills; listener, tact, etc.
78 Commitment, dedication
79 Self-motivated; energetic; enthusiastic
80 Well-trained
81 Well-organized
82 Knowledge of schools; teaching background
83 Leadership; vision
84 Other: Make list.

Question 12: How is the guidance counselor's involvement with professional development opportunities and activities supported?

85 Financial
86 Release time
87 Encouragement; reward
88 Professional recognition
89 Other

Question 13: What would be the impact if your school did not have a guidance program?

90 Student needs would be unmet
91 Devastating; big loss
92 Absent resources for parents
93 Teacher/principal would spend more time doing guidance duties
94 Other: Make list.

Question 14: Other comments.

95 Need more counselors
96 Support elementary program
97 Encouraged by legislative progress
98 Other

Appendix E.
Counselors' Demographic Information

Table E-1

Years of Experience

Years of Experience	Number of Counselors
1- 5	6
6-10	7
11-15	5
16-21	4

Table E-2

Years at Present School

Years	Frequency
1- 5	6
6-10	11
11-15	3
16-21	2

Table E-3

Student Population Per School

# of Students	Frequency
315- 500	8
501- 750	6
751-1,000	6
1,001-1,500	2

Table E-4

Grade Levels in School

Grade Levels in School	Frequency
K-5	14
K-6	7
K-5/special education units	1

Table E-5

Location of School

Area	Number	Percent
Suburban	12	55
Urban	5	23
Rural	5	23

Appendix F.
Kentucky State Guidelines for Establishing Guidance Programs

EDUCATION AND HUMANITIES CABINET
Department of Education
Office of Instruction

704 KAR 7:020. Counselor; criteria and duties.

RELATES TO: KRS 157.360

PURSUANT TO: KRS 156.070, 157.320

NECESSITY AND FUNCTION: KRS 157.360 requires the Superintendent of Public Instruction to allot to local school districts as part of the Foundation Program, classroom units for administrative and special instructional services; and 704 KAR 3:010 allows guidance counselor units as a form of ASIS units. This regulation is necessary to determine criteria for employment of counselor personnel in local schools and directions for appropriate functions.

Section 1. (1) Accreditation standards shall be the criterion for employment of counselors. Counselor units shall be considered on the basis of a minimum ratio of one (1) counselor unit for each 300 pupils in a school or schools served by the counselor. The required ratio shall be in accordance with accreditation standards.

(2) The scope of the school counselor's responsibility begins with the student's entrance into educational programs and concludes with efforts to affect successful transition from school to work or higher education.

(3) The school counselor shall work with all students individually and in groups, providing developmental, preventive and social/emotional, and physical needs, including programs to identify and address the needs of high risk students and dropouts.

(4) All counselors shall exercise their best efforts to provide direct services to students to help them do the following: develop a positive attitude toward self, others, and school; make decisions; recognize the importance of good attendance and work habits; see the value of education; realize the relationship between school and work; abstain from drug and alcohol use; cope with personal problems; recognize the need for self-discipline; and contribute positively to the school climate.

(5) The goal of the counselor shall be to assist students in achieving their potential by helping them gain the most from their educational experiences. In achieving this goal, the counselor shall provide continuing services that include counseling, information, consultation, coordination, program selection, and referral to students, parents, teachers, and administrators.

(6) The counselor's duties shall be determined as follows: School counselors shall spend at least seventy-five (75) percent of their work time in activities that provide for direct guidance and counseling services with students, parents, teachers, and administrators. The activities shall include:

(a) Individual and group guidance and counseling services - provide individual and group counseling and guidance activities in the areas of development, prevention, and crisis situations for students and parents.

(b) Information services - provide information for use in exploring and making decisions about educational, career, vocational, personal-social, and orientation issues.

(c) Consultation services - confer with parents, teachers, administrators, and community resource people in developing programs or activities to address personal, social, or instructional needs of students.

(d) Appraisal services - assist in the collection, maintenance, dissemination, and interpretation of information based on individual intellectual assessments, group tests, student records, individual assessments, observations, and other methods enabling parents, students, teachers and other support professionals to provide students with appropriate instructional programs.

(e) Coordination services - provide leadership, assist in plan development, and orchestrate the implementation of guidance activities for use by parents, teachers, administrators, and the community.

(f) Program selection services - assist in placing students in appropriate instructional, vocational, and career programs.

(g) Referral services - use local and state resources and agencies that provide specialized services to students and parents.

(7) School counselors shall spend approximately twenty (20) percent of their work time in activities aimed at planning and implementing the guidance and counseling program. These activities shall include, but are not limited to:

(a) Developing the annual Guidance Plan and evaluating the effectiveness of the guidance program and activities.

(b) Coordinating the maintenance of guidance records.

(c) Developing and coordinating a planned and continuous public relations program.

(d) Maintaining professional standards, skills, and competencies by attending courses, workshops, conferences, serving in professional organizations, and reading professional literature.

(e) Conducting research and follow-up studies that help evaluate and improve guidance programs in the school.

(8) School counselors shall spend approximately five (5) percent of their work time in activities not defined in this regulation; however, those activities should be consistent with the counselor's role.

(9) The counselor's duties shall be verified by the guidance plan of the school in which the counselor is to function and through the Kentucky Standards for Grading, Classifying and Accrediting Elementary, Middle, and Secondary Schools.

(10) An evaluation of the appropriateness and effectiveness of each district's counseling services will be included in the district's accreditation.

Section 2. (1) Effective until September 1, 1989, persons certified and employed as school guidance counselors are recognized as qualified examiners for the purpose of administering, scoring, and interpreting individual intellectual assessments of students in the public schools of the Commonwealth, as such intellectual assessments may be deemed necessary or advisable by local school districts, provided the local superintendent of schools appropriately determines a guidance counselor performing such duties meets the following requirements:

(a) The counselor has a minimum of three (3) hours of graduate course work in individual intellectual assessment;

(b) The counselor has had experiences in test administration, interpretation, and report writing under supervision and administers only those tests which were a part of the instruction;

(c) The counselor has had experiences in the identification and placement process for exceptional children; and

(d) The counselor has a job description and guidance plan which clearly state the assignment of individual intellectual assessment responsibilities on file with the Division of Student Services, Department of Education.

(2) A letter from the local superintendent must be submitted to the Division of Student Services prior to December 31, 1985, verifying that the above requirements relative to administering, scoring, and interpreting individual intellectual assessments of students have been met.

(3) From January 1, 1986, to September 1, 1989, no counselor may administer, score or interpret individual intellectual assessments, unless a letter of verification is on file with the Department of Education.

Section 3. On and after September 1, 1989, in order to be qualified to administer, score, or interpret individual intellectual assessments of students in the public schools of the Commonwealth, guidance counselors holding the verification as set forth in Section 2 for the 1988-89 school year must, prior to September 1, 1989, satisfactorily complete appropriate requirements prescribed by 704 KAR 20:330 in order to receive a certificate endorsement for thereafter continuing the administration and interpretation of intelligence assessments. After September 1, 1989, in order to administer, score and interpret intelligence assessments, guidance counselors not so verified for the 1986-87 school year must complete a course of study as prescribed by 704 KAR 20:330 and receive a certificate endorsement for the administration and interpretation of intellectual assessments, in order to be recognized as a qualified examiner for such purpose.

Adopted: May 7, 1986

Appendix G.
Principals' Demographic Information

Table G-1

Years of Experience

Years of Experience	Number of Principals
1- 5	13
6-10	2
11-15	4
16-23	6

Table G-2

Years at Present School

Years	Frequency
Less than 1 year	1
1- 5	15
6-10	3
11-15	5
16-21	1

Table G-3

Years at School with Guidance Program

Years	Frequency
1- 5	14
6-10	5
11-15	2
16-22	3

Table G-4

Student Population Per School

# of Students	Frequency
249- 500	12
501- 750	6
751-1,000	7
1,001-1,600	1

Table G-5

Grade Levels in School

Grade Levels in School	Frequency
K-5	12
K-6	10
K-6/special education units	2
K-8	1
K-6/preschool	1

Table G-6

Location of School

Area	Number	Percent
Suburban	12	46
Urban	8	31
Rural	6	23

Appalachia Educational Laboratory
Charleston, West Virginia

Office of Educational Research and Improvement
U.S. Department of Education
Washington, D.C.